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ABSTRACT

The purpose of this paper is to encourage greater interaction between university faculty and field-based teacher education. The paper is organized into four parts: (1) "Teacher Educators--Who Are We?" (describes the evolution of teacher education from 1850 to 1992); (2) "The Alienation of Theory from Practice in Teacher Education: A Schismatic Past and Present"; (3) "Faculty and Field as Complementary Milieus for Teacher Education--a reconceptualization of Institutional Settings, Programs, and Roles"; and (4) conclusion. The paper suggests that school of education faculty refresh and update their classroom knowledge by returning to full classroom responsibilities in order to keep in touch with the reality of the undergraduate candidates' mission of becoming teachers in the schools. Suggestions for further consideration are offered. The paper concludes with 103 bibliographic references. (LL)

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INCREASING FIDELITY BETWEEN FACULTY AND FIELD IN TEACHER
EDUCATION: RECONCEPTUALIZED INSTITUTIONAL SETTINGS,
PROGRAMS AND ROLES

by

Roger Neil

A Paper presented at the Annual Meeting of the
American Educational Research Association
(San Francisco, CA, April 20-24, 1992).

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"...those teachers now practicing in the public schools who have proved highly capable of stimulating the learning powers of pupils. These artists of the profession exercise almost no influence upon teacher training at present. An appalling waste is involved... It may be said with impunity that until master teachers are placed in a key position in teacher training programs, no real progress in raising qualitative standards in the profession will be recorded".¹

It has been fifty-seven years since George Counts incisively commented upon the "universal failure" of teacher education to recognize excellent classroom teachers as key personnel. Today, a strong North American teacher education reform movement yet seeks to raise "qualitative standards in the profession".

The aim of the paper at hand is to encourage greater fidelity of belief and action between the faculty and field of teacher education. The study has been formulated through the analysis of historical and current scholarship in teacher education. The author's focus upon teacher education reform is grounded experientially in ongoing preservice practicum supervision, foundations teaching responsibilities, and inservice interaction with select, excellent cooperating teachers. The perspectives of these select classroom teachers have critically shaped the researcher's views.²

This paper has been organized into four parts. 1) Teacher educators who are we? 2) The alienation of theory from practice in teacher education - a schismatic past and present; 3) Faculty and field as complementary milieus for teacher education: a reconceptualization of institutional settings, programs, and roles; and 4) Conclusion.

1. Teacher Educators - Who Are We?

It is posited that we need to resolve our identity crisis before we can systematically address teacher education's program problems. With self-discovery in mind, we then enter a mirrored time machine to clarify our identity with clues from the past... The only teacher educator we see in 1850 is an exemplary classroom teacher. She has been teaching in grade one to grade eight in what was known as a common or model school. So the first image we have of a teacher educator is that of an excellent teacher whose regular class practise serves as a model for a few first-rate graduating pupils. These student teachers would typically apprentice during the spring then teach the next September in their own class.³

By 1900, the secondary grade levels were becoming established in the drive for universal schooling. The normal schools and provincial teacher's colleges were created with the single purpose of training teachers for the common and the high schools.⁴ However, Canadian and United States communities and their legislatures realized that the

normals might also provide easier access to vocational and high school coursework. Indeed, as they developed, from 1850 to 1900 the normals carried more and more academic courses, in competition with colleges and universities.⁵ The normal schools soon offered a patchwork quilt of remedial, preparatory, pedagogical, academic, agricultural and industrial training.⁶ The curriculum gave little attention to practice-teaching, which in many cases amounted to only a few observations of actual classrooms and was typically of two or three weeks duration.⁷

In general, a teaching diploma could be earned at the normal school in three to nine months, although their expanded academic program was offered over two to three years.⁸ The image of the teacher educator at the turn of the century would be that of a former master classroom teacher, perhaps an inspector of schools, typically teaching specific subject methods, generic methods, and some intellectual philosophy in the normal school.⁹

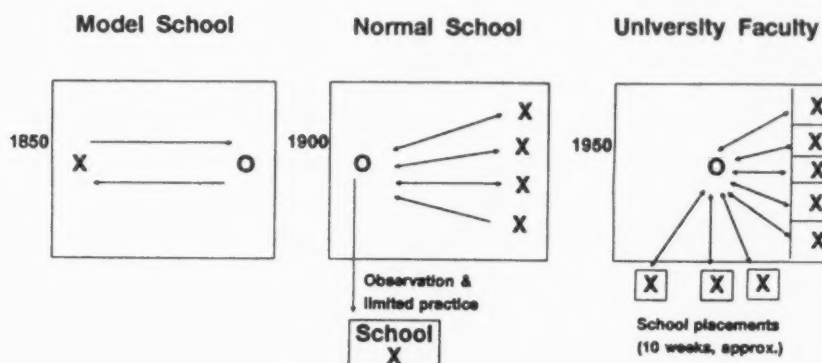
The next major change in teacher education was the establishment of whole programs within University faculties. Normal and teacher's college training which had first been identified with the preparation of elementary then secondary teachers, could not vie with the faculties in providing leadership and specialist teacher education. By 1950, professors with graduate degrees were regularly teaching university academic coursework, while the responsibility for the weeks of practical training were given over wholly to

classroom teachers, save for "blitzkrieg" evaluation visits by faculty. This division of "theoretical" and "practical" roles, which has been initiated in the structure and practice of the normals, has then been amplified within the faculties.

As graduate education developed in the university faculties, the increase in graduate-level responsibilities, along with professors' desire for acceptance in the scholarly forum, caused initial teacher education to take a back seat.¹⁰ By 1970, graduate students were often the only "faculty" to see beginning teachers in their practica, as many of the regular faculty specialized in scholarship within departments. However, classroom teachers have continued to serve as models in the undergraduate program, unrecognized. Bifurcation of the teacher education role and program has been reinforced.¹¹

In summary, the role of teacher educators has altered substantially since 1850. The model below sketches the changes in the relationship between teacher educators (X) and teacher candidates (O):

Fig. 1.



A simplistic answer to "Who are teacher educators?" is that some have always been experienced classroom teachers. However, while the normal school "masters" invariably had classroom backgrounds, their program depended very little upon interaction with actual teachers in practice. This "arms-length" connection to the practitioner-educator was formalized in the university faculty's bifurcation of theory courses from practice teaching.

Within the bifurcated teaching context of the university faculty and the practicum classroom, one cannot "overstate the propensity of speculative minds to lose all perception of reality nor the tendency of practitioners to lose their perception of possibility".¹² This gap between theory and practice poses a serious problem for any true reform.¹³ Having reviewed the histories and practices of twenty-nine U.S. teacher education institutions, Levin has critically evaluated teacher education's current integration of theory and practice as a low 25 percent in effectiveness. "A commitment to ... a mutually renewing examination of knowledge and practice fades in and out of the education school picture like radio reception of a distant station late at night."¹⁴

Yet Cope (1971) has smartly warned that the triad in teacher education has not been merely experiencing communication problems; rather the respective functions of professors and cooperating teachers have not been properly worked out.¹⁵ Gitlin further criticizes the mind-set behind

many current reform efforts, as the functions of the cooperating teacher seem to be perceived within a "consumptive model" which portrays them as deficient, compliant or resistant consumers of change. He suggests that instead, a productive model should be implemented that depends on dialogue to articulate practitioner and research knowledge about learning to teach.¹⁶ In addition, Shulman has explained that the knowledge base of expert teachers is elaborate and easily oversimplified, as well as being richly differentiated in varying situations. Because of his judgement of the complexity of the teaching act, Schulman recognizes that "the organization and content of teacher education programs, and the definition of the scholarly foundations of education will require revision."¹⁷

Carlson places hope in classroom teachers to transform all levels of education, through their personal and professional organization activities.¹⁸ Yet, there are a number of factors working against the positive impact of the classroom teacher's contribution to teacher education reform. First, even under present conditions, classroom practitioners have an "uneasy partnership" with faculty, and their added responsibilities are overtaxing.¹⁹ Secondly, cooperating teachers are usually selected arbitrarily, and are seldom prepared for the teacher education role.²⁰ Thirdly, statistically, nearly 70 percent of the total of American classroom teachers are female, yet in the teacher education faculty (Ph.D) there are 300 per cent more men

than women.²¹ Such gender differences contribute to distancing classroom and faculty realities.²² This inequality could be dramatically altered through fuller recognition of the (mostly female) cooperating teachers.

However, we should make very few generalizations about the limitations or propensities of cooperating teachers, because their selection usually occurs without identification of established requirements.²³ After all, if faculty were appointed on the same basis, the ensuing chaos would not suggest any clear idea of the quality or nature of faculty members' program input. On the other hand, classroom teachers have long fulfilled many leadership roles: departmental and grade level headships, committee chairs, staff development coordinators, and curriculum development roles, as well as federation posts. Little has noted that such leadership is simply not recognized, traditionally.²⁴

Yet there is no doubt that the "one way street" of faculty hegemony over practitioners has recently been under reconstruction, as the "craft knowledge" of outstanding teachers is being sought in current formulations of teacher education programs.²⁵

Oxford educator Harry Judge served as a major catalyst for the present reform of teacher education in the U.S.A. with his critical overview: *American Graduate Schools of Education; a View from Abroad*. He had already made vigorous calls for program reform by urging faculty to deepen their

respect of the practitioner by "committing major tasks of training to him (sic)", as well as by sharply refocusing faculty scholarly work directly upon the improvement of school practice.²⁶ Who we are and who we shall become as teacher educators is highly dependent on how seriously we reconceive the role of our partners in teacher education, those "artists of the profession" - excellent classroom teachers.

2. The Alienation of Theory from Practice in Teacher Education
- a Schismatic Past and Present

In the light of current reform needs, we can no longer define the tension between theory and practice in teacher education as "an honoured professional dispute".²⁷ In 1957, Woodring found teacher education to be the "unsuccessful marriage" of a professional skill base and a liberal academic preparation.²⁸ More recently, "estrangement" and "divorce" have characterized faculty and field relations in teacher education programs.²⁹ Dire straits are being signalled, surely when the *Handbook of Research on Teaching* tersely describes the preservice field-based program as having "a group management orientation," while university-based programming is considered to have an "intellectual leader orientation".³⁰ Such simplistic views by scholars are no less disaffecting than the proverbial practitioner

claims that theory is an ivory-tower pursuit that bears little relation to practice.

The inadequacy of maintaining a polarized view of theory/practice has been well explained by Fenstermacher;³¹ yet, Levin rightly mourns our poor record of institutionalizing a "cohabitable" theory and practice of teacher education. Instead, he notes, we continue with "parallel play" in our separate worlds of academia and the classroom.³²

Basing his work on John Dewey's (1904) *The Relation of Theory to Practice in Education* Merle Borrowman has described the creation of these two worlds of parallel play in his seminal work: *The Liberal and Technical in Teacher Education*.³³ Borrowman has explained that since the normal schools were established, liberal and technical traditions have permeated the three common teacher education program components: 1. foundations: perspectives drawn from psychology, history, philosophy and sociology in education; 2. methods: in generic form and in specific subject areas; 3. direct experience: in the practicum. Of the two forces, the liberal has had most play in the foundations, toward learning to teach with a broad perspective, critical and comparative of purposes and decision-making in education; while the technical has been exercised primarily in the development of craftsmanship, and specific task-attainment through methods coursework and the practica.

The birth of "foundations" has been traced to the progressive faculty at Columbia Teachers in the 1920's as they sought for a critical approach to school realities.³⁴ But the consistent linkage between foundations and the academic disciplines (rather than with field practice) is still considered to be a serious problem in teacher education today.³⁵ Ducharme and McManus Kluender, in their three year survey of foundations courses in eighty institutions, found that educational foundations are ill-defined, taught by many unqualified faculty, and frequently have no staff consensus as to content.³⁵ Also, Doyle has characterized foundations as being dominated by psychology. Schwab had earlier noted that psychology has held too much sway in education generally, while Beyer and Zeichner have pointed out that current "banking" approaches to the whole program of teacher education are given impetus by the dominant position of psychology in the faculties.³⁷

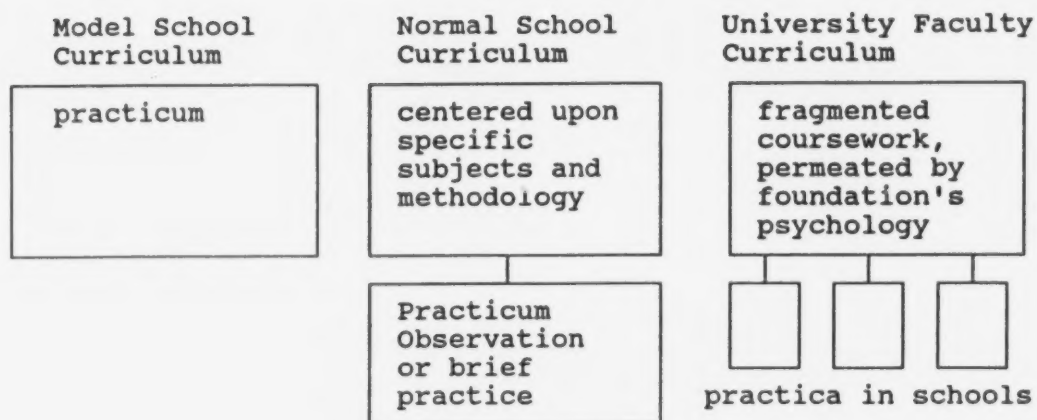
Nevertheless, Shulman has made a vital point when he reminds us that professional schools such as medicine, law, and education are attached to universities because of the critical, interpretive study intrinsic to foundations.³⁸ Broudy has also staunchly defended the place, if not the exact form of foundations in teacher education, as he describes the complex, multi-level discipline: "...the context-building resources furnished by the study of psychology, history, philosophy and the arts operate tacitly more often than explicitly. Like good manners, they work

best when one no longer has to pay attention to them ... tests of retention are not indicative of the presence of these interpretive structures".³⁹

With regard to the teaching of methods today, generic and subject-specific methods coursework is often incomplete due to time-constraints, discontinuities of course make-up, fragmentation in multiple options, and lack of analytical or direct connection to practice.⁴⁰ Methods of teaching were naturally the only curriculum in the model schools, although one can imagine a highly developed theory being exemplified in the practice of an excellent classroom master. However, the professional course content of normal schools and colleges became centered upon subject-specific and generic methods, notwithstanding the more well-rounded curricula of flagship institutions such as Columbia Teachers' College.⁴¹ At the same time, Judd and Russell have encouraged us to remember that in the normals "...the amount of professional study required is relatively small..." in that the greater part of the program revolved around learning basic school subject content.⁴²

From the model school's immersion in practice to current faculties' single survey course in methods and/or foundations, programs of teacher education have shifted from a focus upon methodology to a fragmented collection of coursework that is typically driven by foundational psychology.

Fig. 2



We acknowledge teacher education's institutional history of a "snakelike academic procession" of "wanna-be" normals and colleges to university faculty status;⁴³ as well as recognizing the concomitant program shifts from immersion in methodology to a profusion of theoretical coursework, driven by psychological foundations. Within this shift from methods to foundations-centered programming, we see Borrowman's "technical" changing to a "liberal" orientation, and Cushman's "professional tradition" becoming modified to an "academic tradition".⁴⁴

The author believes that beyond the dichotomy of methods and foundations, 1. craft knowledge⁴⁵ and 2. knowledge derived from considering teachers' thought-processes⁴⁵ can revivify one another when "professional education uses performance to illustrate general principles".⁴⁷ Further, theory/practise polarization does not occur because theory is espoused in a citadel of

scholarship, nor because practice occurs in the seething activities of schools - the problem persists because of our collective and individual inabilities to regenerate theory and practice in both milieus.

3. Faculty and Field as Complementary Milieus for Teacher Education - a Reconceptualization of Institutional Settings, Programs and Roles.

Institutional Settings

"The premature placing of students into critical situations where they had to make crucial decisions Dewey held responsible for the separation of theory and practice".⁴⁸

Dewey believed that the dichotomy of theory and practice could be transcended by a kind of teacher education that carefully initiated theory seminars, together with laboratory experiences, followed by a period of apprenticeship.⁴⁹ That is, Dewey understood that there are properly two distinct phases to the teacher education process, involving two settings. First, he believed that theoretical instruction needed to be grasped by the neophyte through observing its animation in the practice of an excellent university laboratory school setting. Secondly, he thought that an apprenticeship in a regular school placement would positively culminate a beginning teacher's

training. In Dewey's time-frame, he felt the addition of such an internship unlikely to gain popular support, yet he believed it would be pedagogically appropriate.⁵⁰

Dewey expressed that such a dually-phased process of teacher education was not a utopian vision, but a practicable continuum "to make concrete and vital the connection" between faculties of pedagogy and the schools.⁵¹

But are Dewey's conceptions of the potential value of laboratory schools anachronistic or over-simple in today's world of teacher education? In 1980, John Goodlad stated that laboratory schools "could become the professional conscience for ... schools of education ... We come to realize the fragility of most public schools in the area of reform and how badly they need lighthouses when the seas get a little rough."⁵² Also, Van Til has pointed to the existence of 123 U.S. laboratory schools in 1982, and voiced his hope that today's reformers will grasp their potential. Although they are in decline, laboratory schools' relevance is still institutionalized in our teacher education system.⁵³ Rubin believes that excellent teachers need to have three essential developmental experiences: 1. experimental opportunities, 2. team-teaching collaborations, and 3. apprenticeship.⁵⁴

In today's atmosphere of reform, Johnson has pointed out the frightening misconception of laboratory schools inherent in the Holmes Report.⁵⁵ There, the laboratory experience is described in terms of a regular science lab,

seemingly without the comprehension that laboratory schools properly seek simultaneously to 1. minimize pupil failure and risk at all costs and 2. exhibit, test, verify and criticize theory, thereby adding to the facts and principles of pedagogy.⁵⁶

Johnson has also pointed out a deeper flaw in the initial conceptualization of teacher education within the Holmes group. He has cited their understanding that teacher candidates succeed because "they relinquish the norms of professional colleges of education without a struggle;"⁵⁷ recognizing that group's original assumption that there are only one set of correct norms. The norms they highlighted in the university are risk-taking, celebration of novelty, investigation and reflection. However, more recently, the Holmes group has rethought the role and intrinsic knowledge of classroom teachers and recognized that the non-creative, fear-ridden, mundane trooper of a classroom teacher is not the only model on the floor of the school classroom.⁵⁸

Rather than elevate faculty norms above those of the school system, genuine teacher education reform must draw upon devoted educators from both milieus. Genuine reform will require a permanent, ongoing sharing of problems and vision, well described by Schlechty and Whitford as "organic collaboration".⁵⁹ They view the professionalization of teaching as the most vital goal of such collaboration.

In reviewing the prevailing literature on teacher education reform, one finds two major proposals for

structural change in the setting of preservice teacher education. Stimulated by the Holmes group's thinking about "professional development schools", the first reform proposal has been described in two terminologies: a "professional development school"⁶⁰ or a "professional practice school."⁶¹

Stallings and Kowalski describe Dewey's Chicago laboratory school as the first professional development school, but they believe laboratory schools of today are misnamed because they no longer carry out research. They define the professional development school as "a school setting focused on the professional development of teachers and the development of pedagogy". However akin to the original laboratory school they may be, their setting is in the school district - a fact which clearly distinguishes them.

Lieberman and Miller have recognized this distinction, and describe "professional practice schools" as having three inter-related agendas": 1. to re-invent schools to improve practice. 2. to contribute to preservice and induction in teacher education and 3. to provide inservice. The full description of these inter-related mandates has yet to be published, as the authors then focus upon inservice functions of these institutions.

Working for the American Federation of Teachers, Neufeld has echoed the purposes outlined above for professional practice schools, underlining the value of

practitioner-generated knowledge intrinsic to each purpose.⁶² In reviewing the implementation of recent alternative certification programs in Connecticut, New York, Massachusetts and Florida, Neufeld reinforces the view that positive creation of professional practice schools will be difficult. Yet, the tone of the paper remains optimistic, perhaps because of the recent wave of inservice successes in limited inter-agency collaboration efforts, and in researchers' fresh grasp of the value of classroom teacher knowledge. More realistically, the three-pronged mandate that is being set out to rationalize the establishment of professional practice schools reflects the overloaded, unrealistic agenda that long ago propelled faculty laboratory schools to the bottom of institutional priority lists.

While governance of both of these hybrid type (inservice/preservice) institutions appears very unresolved, the second proposal for structural change in the setting of preservice teacher education is much more complete in its resolution. Put forward by B. O. Smith in 1980, it is termed a "school of pedagogy". He flatly rejects the replacement of university teacher education by an apprenticeship set in a school district.⁶³ Smith has pictured a clinical complex of community training laboratories, with the university school of pedagogy as the centre.⁶⁴ Naturally, this would demand multi-agency governance. There is far more depth to Smith's vision than

can be adequately dealt with here, but his perspectives will be revisited in the program considerations of the next section of this article. Suffice it to say that inter-agency governance appears too cumbersome a proposition to be realized at the present, especially since, to this writer's knowledge, Smith's model hasn't been implemented throughout the mushrooming collaboration efforts of the 1980's.

Richardson-Koehler and Fenstermacher have explained that professions and bureaucracies make unlikely marriage partners. Universities and school boards are likely to continue to collaborate, but long term mutual governance is highly improbable.⁶⁵ To this can be added Tyack's doubts that current reform efforts can succeed if they run against five long term structural trends in the public school system: 1. centralization is increasing, not decreasing; 2. schools are six times bigger now than fifty years ago; 3. curriculum is becoming more differentiated, and choice is growing; 4. middle-management is expanding; and 5. growth in the number of principals is outstripping expansion of the teaching cadre.⁶⁶ The mutual governance of teacher education in district based "professional practice schools" is surely contrary to the first two of these trends, and possibly all of them. Tyack's point of view augments Bush's claim that no fundamental reform has occurred in teacher education for fifty years, and that the diffuse governance and administration of the process make structural change highly problematic.⁶⁷

Still, in recognition of school districts' increasingly successful, well-organized inservice teacher education practices,⁶⁸ one can easily imagine that before long legislation allowing school districts to establish and maintain their own preservice teacher education will become commonplace. Such legislation already exists in California, Connecticut, New Jersey and Texas.⁶⁹

Although Grossman⁷⁰ has pointed to their inadequacies, the proliferation of alternative certification efforts in the U.S. has been noted by Roth and Pipho, causing them to view the university's role in teacher education as an "endangered species".⁷¹ It appears that while shared governance of teacher education is highly unlikely governance of the whole enterprise is "up for grabs".⁷²

Furthermore certification of teachers has not been attached to Faculty programs until well into the 20th century⁷³, and certification is not nationally unified, but a kaleidoscope of policies and guidelines.⁷⁴ So, just as in the early part of this century there were academies, high schools, colleges, normal schools and fledgling university faculties all vying for space and authority in teacher education, the last decade of the 1900's witnesses supply and demand market forces driving university and college faculties, consortia, district teacher centres, and professional practice schools into competition.⁷⁵

Then, teaching is a vocation unlike most others in that it involves elements of all four types of labour: industrial

labour, skilled craft, artistic performance, and professional practice.⁷⁶ It appears to be increasingly facile for a legislative body to ignore the professional element of teacher education and attach certification solely to the technical elements of a school-based apprenticeship. Judge has amplified the dimensions of this problem in noting that there has never been a distinct tradition of teacher education accepted in the universities themselves, as the program has been typically viewed as a by-product of liberal undergraduate education.⁷⁷

However, to return at last to the question of the viability of a faculty laboratory school, the author contends that their maintenance, re-definition, and further support is a vital part of the full renewal of teacher education settings. No doubt the form and functioning of each faculty and the education community in which it is situated would predict the design of the particular laboratory school. While bare survival is the prime concern of many laboratory schools today, isolation would probably be the greatest problem in their revival.

University laboratory schools have been criticized, especially for the conflicting nature of their multiple roles. Van Til has comically despaired over the divergent purposes attributed to lab schools: "How did Stephen Leacock ever jump on that horse and ride off in all directions?" He notes that lab schools are seen to exist to accommodate: student teaching, observation and

participation, research and the development of theory. Yet they are still largely dysfunctional due to their lacking experimental research goals.⁷⁸ Instead, Van Til suggests that laboratory schools be properly conceived as places where good education is being had by students who are experiencing a progressive, experimental curriculum, while being observed.⁷⁹

While lab school programs have suffered from a plethora of demands placed upon them, the staff of the labs have also suffered inequality in the university system. Lab schools have failed more explicitly and dramatically than have public schools in their practicum relations with faculties simply because the disgracefully disjointed theory/practice relations were more evident in time and space.⁸⁰

Goodlad as well as Turney have given the laboratory school constructive critiques: 1. they are typically engaged in circuits of student teaching observations, not research; 2. the complex functions of the schools are not specifically described or prioritized; 3. lab and faculty staff and the program are seldom highly coordinated; 4. frequent turnover of staff is a result of their inequality in the university; 5. the laboratory program is usually accountable to the local school district rather than the faculty; 6. best "new" practises in the labs become stale from over-display; 6. universities rarely support labs financially, depending on state/provincial funding.⁸¹

In considering the potential of laboratory schools in teacher education, the author feels like one of the fabled blind men with an elephant. From the inability to view one in good health, it looks very like a snake, or is it a tree, perhaps a wall?

However, with eighteen years experience as the principal of a laboratory school, John Goodlad has outlined helpful advice to better shape laboratory schools: 1. they should be made an integral part of a faculty of education, akin to an R. and D. unit, 2. clinical staff should be carefully hired, both tenured and term; 3. there should be a larger body of staff than in regular schools to accommodate the various functions, 4. research should be a team effort, developmental rather than individually driven.⁸²

In the press for a reformed program of theory and practice in teacher education, the status quo of the institutional setting is very unsatisfactory. Recognition of binary settings to meet both academic/liberal as well as professional/technical needs of beginning teachers is a better alternative than the certain devaluation of a teacher education program that is established solely in a school system apprenticeship. Instead, an (after-degree) year of seminar/laboratory experiences in the faculty could be positively complemented by a year of internship inservice in the school system(s).

Teacher Education Programs

There have been research efforts to identify paradigms, or conceptual orientations to teacher education,⁸³ as well as analyses specific to the practicum facet of the program.⁸⁴ Both sets of scholarship sketch a continuum of tension between theory and practice, described in the first case as a continuum that ranges between academic and technological orientations, and in the second case as ranging from purposeful reflection to an instrumental perspective. Polarization of faculty perceptions about theory and practice can thus be seen to prevail in both faculty and field milieus. This implies that the problem arises from staff and program definitions rather than from the physical factor of having teacher education in two milieus.

Beyer and Zeichner have asked whose sets of meanings stand behind the choices that give shape to teacher education, as they note the varying normative dispositions of teacher education's constituencies.⁸⁵ Furthermore, sociological theory explains that actors perceive and modify meaning differently in different social milieus. Certainly, neutral knowledge is a myth.⁸⁶ Cooperating teachers and other school-based staff are then bound to conceive the program of teacher education differently than their university colleagues. Further illumination of differentiated program development and implementation may be

gained be reflecting upon Jürgen Habermas' analysis of the way that knowledge is constituted through three major underlying human interests: drives for control, communication, and for emancipation.⁸⁷ While both faculty and field would normally strive for communication to be developed in the teacher education program, cooperating teachers' interests would emphasize that control be gained through skill development in the program, while faculty typically place emancipative conceptual growth of the candidate first and foremost. While McIntyre has made clear that B.Ed. candidates themselves must ultimately sort out the "several criteria emphasized in each of the university and school contexts",⁸⁸ improving collaboration between the two milieus at the program planning level would doubtless improve the candidate's chances of synthesis.

There has been a tremendous growth in collaboration efforts between faculties and school districts throughout the 1980's⁸⁹ as well as a major resurgence of action research.⁹⁰ However, no constructive changes have been systematically advanced in preservice teacher education in the faculties themselves either in the program⁹¹ or in the relations between faculty and teacher candidates.⁹² However, it may be possible for teacher education to mature beyond this moribund polarity of theory and practice through program advance of both the field's and the faculty's underlying interests. That is, the field's prime interest in methodological skill development, and the dominant

faculty interest in foundational, reflective educational thought could be advanced through dual program development. To develop such a complementary curriculum of teacher education will require that: 1. long term faculty of education problems be boldly addressed, and 2. practicum milieu expertise be actively sought.

Firstly, Goodlad's leadership of a comprehensive review of American teacher education practices reveals seven chronic faculty problems that reform must address: 1. instability in leadership and authority; 2. changing institutional identity or mission; 3. the dominance of "pure" research scholarship over involvement in preservice; 4. the fragmentation of the preservice curriculum into options galore, with little in the way of a core curriculum; 5. lack of cohesion or communication between departments in the faculty; 6. the class and race problems of urban teacher education, and 7. faculty-field dissonance, rather than teamwork.⁹³

In addition to boldly addressing the above problems, teacher education reform must seek out expertise from the practicum milieu. Such expertise is almost exclusively in the hands of excellent cooperating teachers. Short has described that curriculum development may be dominated by scholars, curriculum specialists, milieus experts, or a balance of involved actors in collaboration. He explains that all types of curriculum development efforts depend on the value positions of the developers. He has concluded

that site specific, collaborative curriculum development strategies have proven to be most effective.⁹⁴

Such teamwork between clinically-oriented faculty and excellent associates has recently begun to result in the clarification of a field-based component to the teacher education curriculum.⁹⁵ During a two year period, the author worked with fifty select associate teachers to clarify what is, essentially, a curriculum of apprenticeship or induction. Based on many years of practicum responsibilities, these dedicated cooperating teachers identified and prioritized the nine areas in which their B.Ed. candidates had consistently sought their guidance in the elementary grades over the years: 1. classroom management; 2. beginning practises of the first year of teaching (effectively a supra-category of all the other categories, as implemented at the beginning of the induction year); 3. long-term planning and gathering of resources; 4. the teacher-parent relationship; 5. record-keeping; 6. diagnosis of pupils' development (in reading and mathematics particularly); 7. program modification - special needs; 8. school support staff - their roles and procedures; 9. grouping of pupils. The cooperating teachers then developed workshop resource packages in each of the nine areas, which were gratefully received by B.Ed. candidates from two faculties of education.

A more complex behavioural analysis of a "practicum curriculum" can be found in Turney's description of student

teacher "tasks in classroom, school and community domains". He describes sixteen tasks considered appropriate in these domains involving: management, planning, instructional techniques, evaluating pupil performance, resource-gathering and sharing, involving partners, individualizing instruction, school policy and curriculum-making, and lastly, self-improvement (research and reflection). The tasks are placed on a matrix involving fourteen stages of faculty and inservice implementation. Turney's conception of a "practicum curriculum" has been drawn from a literature review of teacher roles, teacher tasks, and beginning teachers' needs.⁹⁶

The nine areas identified by Neil et al correspond substantially with the "generic clinical knowledge" described by B. O. Smith: 1. management: a) time/space/resources and b) discipline; 2. planning; 3. communication a) counselling, b) grouping; 4. evaluation of student achievement; 5. diagnosis 6. evaluation of program; 7. instruction. Smith's approach to a new curriculum for a reformed school of pedagogy appears, however, to be at serious odds with Dewey's vision as well as the author's views in that he believes the foundations of education should be left until the doctoral level. In contrast, Dewey perceived the apprenticeship as the last step in teacher preparation, to "give an individual mastery of the actual technique of teaching and management".⁹⁸

On the other hand, Dewey has described teacher education in the university setting to progressively include: 1. study of the subject fields themselves; 2. education theory and history; 3. observations in the lab setting, and 4. limited, coached practice there. In the same passage, he also specifies candidates' ideal progressive involvement in the laboratory setting: 1. general observations, mainly in the whole school, with plenty of time for reflection; 2. classroom assistance, to get to know children, focused upon small groups; 3. observation of methods, to grasp the technical aspects of instruction and management; 4. some direct teaching, with minimal supervision or critique.⁹⁹

Current reform research informs us that the faculty aspect of the teacher education program needs serious adjustment in foundations and laboratory practices. Shulman criticizes the typically "disembodied" foundations, taught as separate bits of information from a variety of texts in a "rhetoric of conclusions". Instead he suggests a "narrative of inquiry" would better enable B.Ed. candidates to grasp how foundations subjects permeate all the subject fields. He further ties foundations' methodology to case study reflections and avid discussions,¹⁰⁰ as do Peterson, Clark, and Dickson in their reconceptualization of foundational psychology in preservice teacher education. They also underline the valuable recognition that foundations is intimately embedded in each of the subject fields, and can

be studied profitably in the expression of real-life classes.¹⁰¹

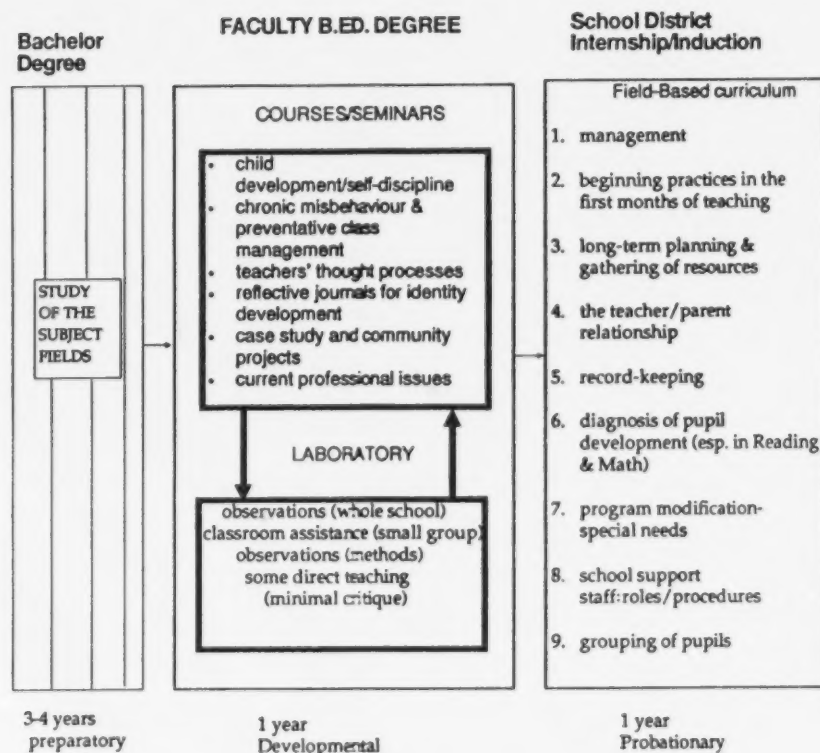
Soltis has aimed to refine the conceptualization of the foundations as he asks us to reach beyond a facile definition to specifying the main questions that give form to the discipline.¹⁰² For example, "What approach should I take to teaching? How do humans learn? What are the aims of education? How does the school, as a social organization, serve our ideals of education? What are our (moral) relationships and responsibilities to colleagues and how can we best be ethical professionals?"¹⁰³

The author's present reconception of the teacher education curriculum would involve both a faculty and a field based program. It is posited that educational foundations and methods will complement one another better, then, through dynamic curriculum development and implementation involving actors from both milieus. The faculty and the field programs would be preceded by a university Bachelor degree program that would provide initial subject field knowledge. This would be followed by a careful mixture of seminar and laboratory/classroom experiences in the B.Ed. program. The beginning teacher would then receive more detailed practical training in an induction apprenticeship in the school system. However, the faculty base would emphasize a renewed foundations - more intimately connected to seminar reflection and dialogue. Important education faculty course content would include: 1.

study of children's development - including their self-discipline, chronic misbehaviour and preventative approaches to problems of classroom order - drawing heavily from broadly-based psychology and classroom knowledge research;

2. research on teachers' thought processes, as well as reflective journal-writing toward development of candidates' personal teacher identity; 3. case study and community-sphere project presentations about current issues that are impacting schools, as well as some legal rulings; 4. peer micro-teaching; 5. laboratory observations, and some direct teaching.

Fig. 3



The field-based curriculum, no doubt differing in various locales and grade levels, would be more in harmony with the development of methodological skills and school milieu expertise. The apprenticeship/induction curriculum already referred to could serve as a viable model here.

Roles in Teacher Education

The paper at hand has to this point described two distinct settings and two program sets for a reformed teacher education. One may legitimately wonder "so what would hold it together in the developmental interest of the teacher candidate?" The keystone in this overarching reconceptualization of teacher education is the role of the teacher educator. "Courage, fidelity, self-respect and even love are social virtues, and as such are inculcated not by precept, but by example and habit."¹⁰⁴

In historical review, there have been three kinds of living examples of teacher educators: 1. the first example has been excellent classroom teachers who oversaw brief apprenticeships of their ablest graduating high school students, in model schools; 2. the second was that of the normal school masters, former classroom experts who taught a re-hash of high school subjects, as well as methods - imbued education curriculum, and 3. the faculty professor of today.

Before looking more closely into recognition of the cooperating teacher's role in current teacher education practices, we might further describe today's education

faculty member. Ducharme and Agne,¹⁰⁵ basing their description on 1,200 professors working in a wide range of faculty institutions, sketch this portrait: sixty-five per cent are male, whose parents never attended university. They generally have obtained their first degree parochially (75% attending university or college closer than three hundred miles to home), and most obtained their graduate degrees while working full time. They tend to be conservative, conformist and utilitarian, in Hazlett's view; and of the 340 faculty respondents in his research, 71% had previously held full-time positions for five years or more in schools. Hazlett further highlights the "frail sense of identity" of education professors in their uncertain attachment to either liberal or professional traditions.¹⁰⁶ While Jackson has described three kinds of professors: subject-field disciplinists, generalists (administration, curriculum, higher education) and pedagogists,¹⁰⁷ Hazlett adds: "The field is created by its members and, in turn, regulates their professional identity and behaviour. This has not happened within the education professoriate."¹⁰⁸

Not only is there inadequate intersubjective agreement among the professoriate, but cooperating teachers have never been recognized as equal partners in the process. Yet they have consistently contributed to the practicum while it has shrunk and expanded in relation to the three teacher education settings of their own classroom, the normals, and the faculties. Cooperating teachers' level of expertise is

reflected in the rising credentials of the whole teaching body. Their level of commitment to the teacher education enterprise is also seen in their consistent participation in its process, while being ignored and undervalued by faculty and school district alike.

With school board administration and faculty being only peripherally interested in their function, where do excellent cooperating teachers "steal" time for their teacher education role - from their pupils' needs, parental communications, staff interaction or by dropping some of their extracurricular responsibilities? Time is the most important resource for school improvement: time to analyze and advance practices of instruction, time for action research; time to improve norms of civility.¹⁰⁹ It seems poignantly ironic that while the absence of critical social theory in the teacher education curriculum is bemoaned by some current theorists, the living example and valuable advice of many excellent cooperating teacher educators is critically ignored or objectified along with the "public sphere" of schooling, to which these scholars conceive themselves to be "counter".¹¹⁰

Instead of remaining attached to an effete, parochial conception that faculty are somehow the apex of a teaching hierarchy, recognition should be given to the full range of career paths in the vocation of teaching. That is, regular classroom teachers can presently develop themselves along six paths: 1. toward local, provincial/state or federal

teacher federation positions; 2. into consultancies at school and board level; 3. to board-level administration, as vice-principals, principals, superintendents, and directors; 4. into governmental ministries, in administration or program development; 5. to the scholarship of a university faculty; and 6. to become an increasingly excellent classroom teacher. There are subtle and overt rankings within each career path, but not between paths. The road to becoming an excellent classroom teacher is not lower or easier, or less meaningful than the road to becoming a faculty professor. In the face of such obviously diverse and horizontally varied career paths, faculty claims to superior perceptions bespeak alienation, not a true hierarchy in teacher education.

There is already plenty of horizontal movement between teaching careers. For example, it is commonplace for government education staff to teach in university graduate programs; just as senior university administration, curriculum specialists, and researchers often contribute full-time to ministry initiatives. But preservice teacher education traditions have failed to connect classroom practitioners with faculty members in any consistent fashion. Even the "symbiotic relationships"¹¹¹ of many collaborative, action research efforts cannot bridge the gap between faculty and field at the preservice level, because cooperating teachers' lack of recognition is congenital in the faculties and endemic in school boards.

Our intention to improve faculty and field relations in preservice teacher education probably depends on transforming the fits and starts of individual collaboration efforts into long-term, "organic collaboration".¹¹² Perhaps the most challenging problem facing preservice teacher education has been described by Ross: "The problem to be solved in the future is that of regular interchangeability of staff between school and training institution. Those whose work in any way touches upon the professional side must be seen to be capable of excelling at that which they seek to communicate."¹¹³

Achieving and maintaining normative consensus between faculty and field cannot be done by recognizing their complementary curricula alone, or solely by redefining laboratory schools and establishing internship/induction programs in the field. The author contends that in addition, a higher order of fidelity between faculty and field can be reinforced by refining teacher educators' roles in four ways: First, as Ross as well as Gideonse¹¹⁴ have made clear, professors must exhibit the best teaching practices in their own faculty classes. Tenure and promotion should be tied to such excellence of example, perhaps through self, peer and student evaluations together. Professors' teaching could be fearlessly expanded into laboratory demonstrations as well. Implemented in a spirit of cooperation, such efforts would help lab staff fulfill their heavy duties and steer research toward developmental

teamwork. Such excellent teaching in both class and laboratory could also offset the dominance of "pure" research and contribute to more of a research and development atmosphere in the laboratory school.

Secondly, to have any hope of achieving the first refinement, faculty members should clearly identify their dominant preferred responsibilities in the faculty: either emphasizing master's and doctoral level interactions, or focusing upon the B.Ed. certification route. Self, peer and program evaluations might sensibly be employed to gauge the ongoing "fit" and "mix" of one's university responsibilities in the graduate and/or B.Ed. program of teaching. It is underlined that maintenance of clinical faculty involvement in research is vital. Clear identification of roles would salve the schizophrenic mission of the university education faculty. Pragmatic concerns such as Smith's that the B.Ed. program should not "be shaped by a research mentality"¹¹⁵ would be mollified.

The "ivory tower" of graduate studies would still exist, but in its proper dimensions, unconfused with the professional studies of the B.Ed. route(s). This could dramatically alter practitioners' views of university reality and scholarship itself. Tenure, pay and research expectations would need to be equalized for both graduate and B.Ed. teaching responsibilities, otherwise the "two-solitudes" syndrome might worsen within the faculties. Distinguishing professor's roles so clearly would likely

necessitate altering the ratio of tenured staff involved in either graduate or B.Ed. routes.

Thirdly, only select, excellent cooperating teachers should be taken "on stream" or seconded for the laboratory setting. While expert status is suspect among teachers,¹¹⁶ the "distancing" of excellent teachers working in the different system of a faculty laboratory would likely reduce such tension.¹¹⁷ Also, university concerns over class, race and gender equity could be partly addressed in faculty choice of lab staff. In the case of internships implemented in field sites, nominations for (excellent) cooperating teachers would be better made by the teachers' colleagues rather than district administration.

Fourthly, B.Ed.-oriented faculty should place themselves back in the classroom for at least half-year periods, approximately every five years ... a praxis sabbatical, as it were; perhaps in exchange with classroom teachers in school board secondments to the laboratory setting. Regular immersion in one another's cultural milieu would likely weaken the false hierarchy of research over teaching norms that currently alienates faculty from field. This role refinement would also increase the flow of knowledge between faculty and field, replacing the one-way traffic of university knowledge produced and packaged for schools, with an exchange of rich practitioner and scholarly knowledge.

4. Conclusion

"One feature of the occupational character of teaching seems very clear: the moral and intellectual development of the learner is sustained best when the finest practitioners remain as close to and as involved with the learner as possible."¹¹⁸

Some of the finest classroom practitioners then take on the challenging responsibility of teaching beginning teachers the concepts and crafts of their profession. Yet, just as law or medical professionals at once teach and maintain direct contact with their primary clients, pedagogues should not long be removed from direct responsibilities with their primary learners - pupils in schools. Removed from direct responsibilities in teaching and learning for years, teacher educators lose their authenticity in the B.Ed. candidates' eyes. Maintaining a commitment to practicum supervision is but little help in keeping the experiential base of our practice sufficiently coherent in our memory to inspire or even invigorate beginning teachers. In addition, keeping a distance from changing school realities rapidly disassociates us from that lived reality, so that the content of our pedagogy is reified. Far better that as pedagogues we refresh and update our classroom knowledge by returning to full classroom responsibilities - immersing ourselves directly in

teaching/learning relationships with pupils. This would better enable us to see into the real shape of our B.Ed. candidates' mission of becoming teachers in today's schools. Professors of graduate studies in education aren't necessarily obliged to the same trust, because they may specialize in the subject disciplines or as administrators.

However, when pedagogues linger away from the same path as their pupils, even to explain their teaching to new teacher candidates, the price of their detachment is reduced vision. But pedagogues' dual responsibility to the realities of pupils and to teacher candidates demands a kind of double vision. Buber refers to this responsibility as being manifested in one's ability to compassionately envelope the other; that is simultaneously seeing them in their present condition, and in the potential of their attributes.¹¹⁹ The "other", for the teacher educator, is at once the new teacher and the pupils (recently) in the pedagogue's care. Returning to regular classroom responsibilities is the only way for a pedagogue to fully regenerate their memories of valid classroom knowledge - so that they can in turn reflect this knowledge as genuine teacher educators. This is the difference between talking about teaching and exemplifying teaching. "When the sharp edge of critical intelligence is in the arena of knowledge it is a fine tool, but in the subtler, yet no less substantial presence of being, critical intelligence is out of its depth ... Being is the ground of fidelity."¹²⁰

Being a teacher of teachers is an open circuit, waiting for contact with beginning teachers in creative fidelity to our original selves as teachers of pupils. And excellent cooperating teachers are the pedagogue's natural partners. The underlying theme of this paper is that there is no hierarchy of teachers and teacher educators. This must be true, in that excellent teaching exists at all levels of the school system - in which I include universities as well as public and private schools. The body of genuine teachers is one, and its parts are equal - together we can better realize a cohesive system of teacher education.

Regarding the historical transition of teacher education programs, we have seen the limited but absolute apprenticeship of the model school experience change to a more complete conceptualization in the normals, than the faculties. Therein, a highly circumscribed apprenticeship has been connected to pedagogic theory coursework of many hues and colours. The reform movement now propels teacher education to the twenty-first century. Yet the strong drive toward field-basing education programs may find us very nearly without advance from the apprenticeship dominant in teacher education at the turn of the last century.

But the movement toward field-basing teacher education is not being driven according to pedagogic principles, nor because somehow, a better job of teacher education is certain. The drive to return to apprenticeship is being realized because: 1. pedagogic foundations/methods have

become severely fragmented in faculties of education, resulting in unremitting public demands for reform; 2. the expense of faculty-based programming is being questioned, as the need for teachers has simultaneously expanded in the 1980's and 1990's; and 3. district inservice practices have been substantially refined and made quite efficient through the curriculum change movements of the 1960's and 1970's, as well as in the 1980's successful collaboration efforts, often culminating in positive induction programs in teacher education. This has led many organizations that have deep and legitimate concerns about teacher education practices to be overly optimistic about long-term inter-agency governance and programming.

But in our excited recognition of such induction program success, we may miss the historical error in the way teacher education has developed. That is, the process of transition from model schools to faculties failed to adequately identify either the most appropriate program sequencing or the proper differentiation of scholarly study and apprenticeship in constituting the new teacher education curriculum. At this point in time, I believe that a conscious balancing of the sequence and program components of teacher education, by pedagogues from both faculty and field, would be the most constructive professional response to the many legitimate cries for reform. Instead, will we allow our professional credential to drift into a field-base as an alternative to dysfunctional faculties of education?

The shifting of teacher certification out of the faculties will certainly be followed by public devaluation of the teaching credential and yet will not heal the historical break between theory and practice in teacher education.

Toward the aim of a more cohesive system of pedagogy we might further consider: 1. recognizing the binary mission of teacher education in its mutually dependent goals which are academic and professional. 2. establishing a dual program of preservice teacher education, clarifying a) the faculty's academic/foundational conceptual mission as reflected in laboratory and university class settings; and b) the grade school's professional/methods craft needs through fuller inservice apprenticeship. 3. Giving full acknowledgement to our partners in pedagogy - cooperating teachers; and at the same time having faculty pedagogues renew themselves regularly in the grade school milieu. "Finally, productive models of change require a radical restructuring of the relation between universities and schools such that the division of labour between researchers and practitioners is confronted and replaced with a relation that allows both groups to produce knowledge ... in an attempt to improve schooling."¹²¹

NOTES

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- 10 James F. Nolan, "Potential Obstacles to Internal Reform in Teacher Education: Findings From a Case Study" *Journal of Teacher Education* July-August, (1985): 12-16; and John Goodlad, "Connecting the Present to the Past", in *Places Where Teachers are Taught*, ed. J. I. Goodlad, R. Soder, and K. A. Sirotnik (San Francisco: Jossey-Bass Publishers, 1990).
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- 12 Merle L. Borrowman, "About Professors of Education" in *The Professor of Education: an Assessment of Conditions*, ed. A. Bagley (Papers of the Meeting of the Society of Professors of Education, University of Minnesota, 1975), p. 60.
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- 14 Robert A. Levin, "Recurring Themes and Variations", in *Places Where Teachers are Taught*, pp. 70-76.
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